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Identity crisis' resolution among psychological correction of deviant behavior of adolescents

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Abstract

The notions of positive and negative identity are disclosed. Negative impact on the identity of the deviant behavior of adolescents is shown. Current state of deviant behavior is considered. The possibilities of using various psychotherapeutic methods in the work to create a positive identity in adolescents are defined. The results of psychological correction of negative identity in adolescents with deviant behavior are considered.

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1. Introduction

For centuries, the problem of personal identity has been a subject of interest of many scientists. Philosophers have been studying identity as identity and difference since ancient times. We would like to note the importance of research in this area in the 20th century carried by L.I. Bozovich, A. Waterman, E. Hoffmann, W. James, I.S. Kohn, J. Mead, D.I. Feldstein, Z. Freud, I.I. Chesnokova, and E. Erickson. Scientists have turned their attention to the formation of ethnic, social, gender, positive and professional identity for different age categories.

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Today in psychological and pedagogical practice working with adolescents researches of identity are relevant, as the identity of the person determines life position in the process of upbringing and education. Therefore, of particular importance is the study of mechanisms of formation of identity in adolescence. At this age because of natural, social or personal factors - dysfunctional families, interpersonal conflicts, the trauma of the psyche, the motivation to antisocial behavior - in the adolescent may form negative identity, which manifests itself in deviant behavior. In addition, adolescence is the age of intensive formation of value orientations that influence the formation of character and personality in general.

Changing the identity in a person's life is continuous because of the effects of biological, psychological, social and economic factors. From an early age the implementation of social and moral norms for the child associated with the pressure of forbidden impulses and simultaneous imitation or identification with the parents, with their moral norms and attitudes, with the "higher", that is in parents and society in general [1, p. 146].

This process is called the transformation of identity. In this adolescent may seek positive identity/the ideal image of the "I" or a negative identity when teens hard to overcome the crises of age. Negative transformation is accompanied by disturbances of identity, accompanied by the "weakness" of the ego. This ego is extremely vulnerable to external shocks, resulting in a negative transformation of identity. Weak identity leads to a change in the level of tolerance to mental trauma. The impact that hurts the human psyche with normal identity can be unbearable for someone with a weak identity.

Negative identity is formed in adolescence, if there are problems in learning, communication problems with peers, parents, teachers and other people, in the consciousness of himself and his place in life, in the formation of self-concept. Identifying barriers to the formation of positive identity in adolescents, will contribute to the development of psychological correction program that allows purposefully transform identity in a positive direction. One possible way of transformation of identity is the formation of a teenager adequate image of his own body that ensures the preservation and maintenance of mental health, and creates the conditions for successful adaptation of the individual in a changing world [2, p. 968].

Negative identity adolescent manifests primarily in the denial of all the properties and roles that normally contribute to the formation of identity. Teenager tries to find the identity directly opposite to that favored by his parents and other adults. That is, a teenager is focused on patterns, roles and properties that were shown during the development of the adolescent as undesirable or dangerous. [3] Negative identity is often expressed in a hostile and contemptuous rejection of the role (or some aspects of it), which is considered desirable in the family or in the nearest neighborhood of teenager. [4] Consequently, the negative identity in adolescence can cause irreparable consequences due to lack of clear understanding of themselves and their capabilities, their place in this life and their goals. The teenager, unable to resolve conflict with others and defend their opinion, in protest generates a negative position, which results in deviant behavior such as drug use.

In this case, the psychoactive substances/drugs becomes a means to forget, to relax, relieve stress, discomfort caused by the experience of negative identity [5, p. 1206]. Negative identity is fixed in the absence of psych correctional effects creating "favorable" deviant groups, unhealthy relationships in the family. Therefore, it is important to transform the negative position in a positive identity as a teenager will identify himself with any group and produce same qualities to meet its specified requirements [6].

J. Hoffman and R. Fogelson also distinguish positive (ideal identity to which the individual seeks and what he would like to see himself) and negative ("cause fear" identity, which the individual seeks to avoid what he did not want to see himself) identity. According to them, the individual tries to reduce the distance between the present and the perfect image of the "I", and to close the distance with a negative image due to social requirements. [7]. The end result is a self-categorization and self-objectification of subject through the image of the "I", which characterizes self-reference person in their uniqueness and diversity.

2. The basic maintenance. The basic content

In our study, negative identity is the negation by the individual of all social roles and properties that are inherent in identity imposed from outside, and the pursuit of the opposite antisocial-identity.

Objective: to study the problem of negative identity in adolescence and the development of methods of psychological correction of negative identity.

We have carried out a study aimed at addressing negative identity in adolescence. In theoretical terms it is the problem of justifying the relationship between negative identity and adolescent deviant behavior. In practical terms -

the problem of the development of methods of psychological correction negative identity. Certain problems have led to the formulation of the following **hypothesis**: if one of the causes of deviant behavior in adolescence is a negative identity, the resolution of the identity crisis due to a specially organized psychological correction will reduce deviance in adolescent behavior.

Our experimental study took place in several stages: the ascertaining step includes identifying adolescents with deviant behavior; Psych diagnostics of deviant behavior's indicators; forming step includes the development and testing of correctional programs; the control stage of the experiment - during which the experimenter was an assessment of program effectiveness through re psych diagnosis deviant behavior of adolescents in the experimental and control groups.

Initially, the study involved 60 adolescents. These teens were tested according to the procedures: "Defining tendency to deviant behavior/A.N. Orel" and "Diagnostic questionnaire to determine inclination to different forms of deviant behavior DAP-P ". According to the results of methods have been selected 30 adolescents characterized by deviant behavior. Further, the experiment involved only these 30 teenagers, who were divided into two groups: control (15) and experimental (15).

To test this hypothesis, we used the following methods: - questionnaire of Identity Crisis by N.V. Dmitrieva, S.B. Perevozskina, Y.M. Perevozskina and N.A. Samoylik; - Diagnostic questionnaire to determine inclination to different forms of deviant behavior DAP-P (developed in MMA, Department of Psychiatry, 1999); - technique Defining tendency to deviant behavior by A.N. Orel; - Test "Who am I?" (M. Kuhn, T. McPartland in modification of Rumiantseva T.V.).

On ascertaining stage of the experiment we revealed behavior of deviant adolescents. It was found that the subjects are characterized by negative identity. Teens tend to feel inactivity, unfocused and meaninglessness of their lives. They tend to be delinquent, self-destructive and addictive behavior, predisposition to aggression. In 62.0% of deviant adolescents negative self-concept was diagnosed.

Further stage of our study was to develop a program of psychological correction of negative identity deviant adolescents. The purpose of this program was to correct negative identity in adolescence due to the resolution of the identity crisis. Psych correctional work tasks were as follows: 1) to teach adolescents to new forms of interaction based on cooperation, methods of congruent communication, constructive conflict resolution; 2) reduce the anxiety, emotional and mental stress in different situations; 3) expand the scope of self-awareness and increase confidence in their abilities; 4) optimize the positive experience, neutralize the experience level of deviant behavior; create and consolidate the positive patterns of behavior. Psychological means of correction in the program were psychodrama techniques, and techniques of social and psychological training, art therapy and psychology of color.

As a result of the program was supposed to get the following results: - reducing the number of conflict situations deviant adolescents with teachers; - The ability to constructively resolve conflict among peers; - Positive characteristics on student from the class teacher; - Active participation in the classroom and school-wide activities; - The presence of a stable interest in leisure activities.

Correctional program was designed for adolescents aged 14-17 years. The program consisted of 7 sessions. Classes are held once a week, duration 35-45 minutes sessions. After implementation of this program, a second diagnosis with two groups of subjects was conducted.

In the experimental group after our Psych correctional program scores on negative identity and negative self - concept were decreased. In the control group mean score of negative identity was 8.2 on primary diagnosis and 8.3 according to the results of the secondary diagnosis. In the experimental group an average score for negative identity was 8.4 before participation in correctional work, and after - 5.8 points.

Comparison of the control and the experimental group before the experiment showed that the difference is not statistically significant ($W = 119$; $p > 0.05$). Comparison of the control and experimental group after the experimental method percentages showed that the difference is statistically significant ($W = 301,5$; $p \leq 0.05$).

Figure 1 shows a comparison of the experimental data for the experimental group.

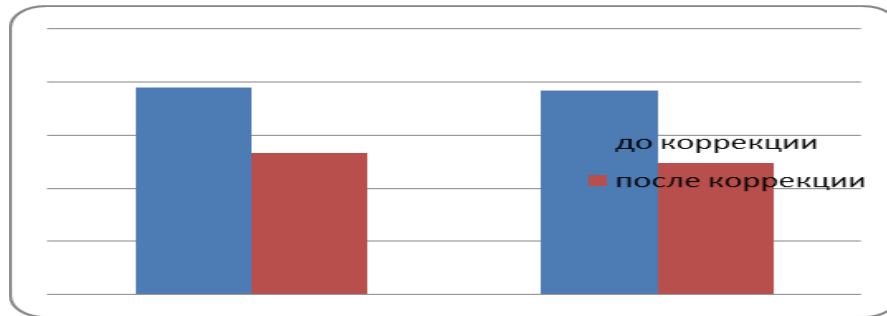


Fig.1. Indicators of identity of the experimental group (before and after program)

Thus, we see that mean score on negative identity in the experimental group of adolescents is 7.9 before the correctional program, and 5.5 after the program. Mean score on negative self - concept in the experimental group of adolescents is 7.8 before the correctional program and 4.9 after the program.

The Diagnostic questionnaire to determine inclination to different forms of deviant behavior also revealed differences in the propensity to deviant behavior among adolescents of different groups after participating in a correctional program. Comparison of the results after the correctional program on two groups of subjects showed that the average score on a scale of propensity to addictive behavior after correction of the control group is 6.4 and 6.4 in the experimental group. On a scale of propensity to delinquent behavior the average score for control group is 8.5 and 7.2 in experimental group ($W = 6,686$; $p \leq 0.05$). On a scale of suicide risk the average score for control group is 4.9 and 3.2 in experimental group ($W = 205$, $p \leq 0.05$).

For subjects in the experimental group performance on the propensity to a particular behavior decreased - teenagers have a low propensity for delinquent behavior, also they are not prone to addictive behavior, and performance on these scales in the experimental group decreased by two points on average. With respect to the subjects of the control group, their performance remained unchanged.

When re-diagnosis, method of determining the propensity for deviant behavior also showed a difference in the results of the experimental group before and after participating in a correctional program (Fig. 2).

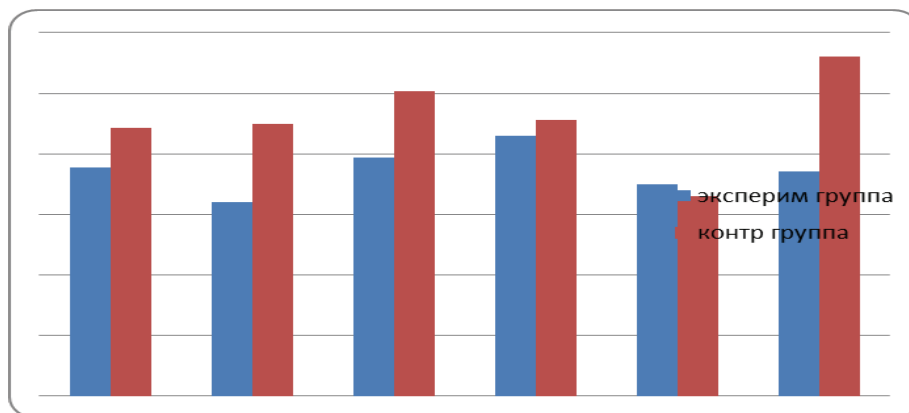


Fig.2. Indicators of propensity for deviant behavior after the passage of a correctional program

After participation in correctional work the average scores among adolescents of the experimental group are the next: on a scale bridging standards - 7.1, addictive behavior - 5.9, spontaneous behavior - 7.9, aggression - 8.3, volitional contact - 6.4, delinquent behavior - 7.1. At the same time, the control group obtained the following results: the scale bridging standards - 8.3, addictive behavior - 7.1, spontaneous behavior - 10.1, aggression - 9.1, volitional contact - 6.2, delinquent behavior - 11.1.

Comparison of the control and the experimental group before the experiment with the method percentages shown that the difference in scale of "bridging standards" not statistically significant ($W = 107$; $p \leq 0.05$).

Comparison of control and experimental groups after the experiment on a scale of "bridging rules" showed that the difference was statistically significant ($W = 113, p \leq 0.05$).

Comparison of control and experimental groups before the experiment on a scale of "addictive behavior" showed that the difference was not statistically significant ($W = 108.5; p \leq 0.05$). Comparison of control and experimental groups after the experiment on a scale of "addictive behavior" showed that the difference was statistically significant ($W = 116.5; p \leq 0.05$).

Comparison of control and experimental groups before the experiment on a scale of "spontaneous behavior" showed that the difference was not statistically significant ($W = 107, p \leq 0.05$). Comparison of control and experimental groups after the experiment on a scale of "spontaneous behavior" showed that the difference was statistically significant ($W = 119; p \leq 0.05$).

Comparison of control and experimental groups before the experiment on a scale of "aggression" showed that the difference was not statistically significant ($W = 80.5; p \leq 0.05$). Comparison of control and experimental groups after the experiment on a scale of "aggression" showed that the difference was statistically significant ($W = 119; p \leq 0.05$).

Comparison of control and experimental groups before the experiment on a scale of "volitional contact" showed that the difference was not statistically significant ($W = 83.5; p \leq 0.05$). Comparison of control and experimental groups after the experiment on a scale of "volitional contact" showed that the difference was statistically significant ($W = 120, p \leq 0.05$).

Comparison of control and experimental groups before the experiment on a scale of "delinquency" showed that the difference was not statistically significant ($W = 84.5; p \leq 0.05$). Comparison of control and experimental groups after the experiment on a scale of "delinquency" showed that the difference is statistically significant ($W = 125, p \leq 0.05$).

As seen in Figure 2, the indicators of control group are at the same level, while indicators of deviant behavior in experimental group are drastically decreased. To visualize we present the results of the experimental group before and after participation in a correctional program in Figure 3.

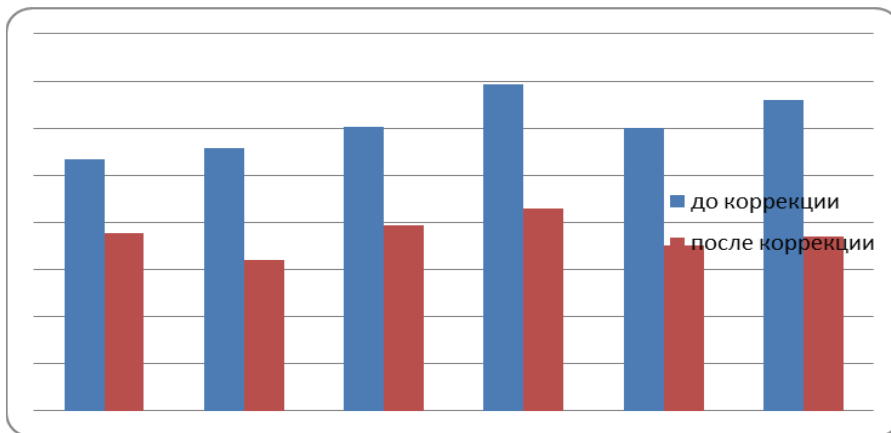


Fig.3. Indicators of propensity for deviant behavior of adolescents in the experimental group (before and after the correctional programs)

The results of the method "Who am I?" also show changes in the identity of adolescents in the experimental group. Figure 4 shows a comparison of the data for the experimental group before and after the correctional program.

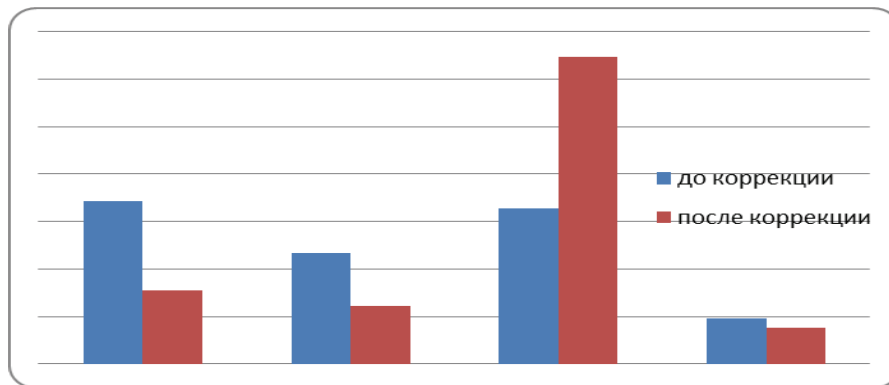


Fig.4. Characteristics of the self-concept of the subjects in the experimental group (before and after the correctional programs)

As shown in Figure 4, the experimental group reduced the number of teenagers with negative and neutral self-concept, and increased the number of young people with a positive self-concept. In the control group, these changes did not happen.

Thus, the study results indicate the presence of differences in the experimental group before and after taking part in the corrective program. The calculations of mathematical statistics confirm the effectiveness of correctional programs developed by us and the significance of differences in parameters describing deviant behavior of adolescents in the experimental group.

3. CONCLUSIONS

As a result of the study we can conclude that the psychological correction of negative identity at deviant adolescents should be carried out in several stages.

1. In the first step is to carry out a psychological diagnosis of abnormalities in the consciousness of the person, to establish psychological contact with a teenager, to form a teenager significant positive attitude to psychological adjustment.

2. The second step is to conduct an in-depth psychological correction of deviations in the consciousness of the individual. The effectiveness of psychological correction of negative identity at deviant adolescents depends on the duration of the situation that deprives developing self-consciousness: the shorter the situation of deprivation, the higher the efficiency of correction.

3. Psychological means to correct negative identity may be psychodrama techniques, technology of socio-psychological training, art therapy and psychology of color.

4. Resolution of identity crisis due to a specially organized psychological treatment reduces the signs of deviance in adolescent behavior.

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